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ABSTRACT

This document highlights some of the major issues of concern to the labor movement, particularly those that have pending legislation. This instructor's guide offers suggestions on how unions might educate their members on these issues during scheduled union meetings, seminars, or workshops, or in conjunction with specialized campaigns such as a one-on-one member contact program or a "get-out-the-vote" program. The booklet first presents a workshop format to be utilized after the instructor or group selects a topic to be discussed from those presented in the manual. The format can be incorporated into a 1.5 or 2 hour session and can be used to address any issue. The educational techniques suggested stress participant involvement through discussion because it is one of the best ways for adults to learn and will more likely motivate them to act. The format is divided into three steps: (1) introduction of issue and discussion, including such discussion starters as constructing a questionnaire, asking a series of open ended questions, using a fact sheet or handout, charts, or a film or videotape; (2) develop an action plan; and (3) assign responsibilities. The document includes a listing of additional resources with phone numbers for the AFL-CIO departments, 29 short films and videotapes, 4 sample questionnaires with answer sheets, sample discussion questions, fact sheets and handouts, charts, and contract language. A sample discussion outline is presented using the videotape, "One Strike and You're Out," and discussion questions for an Occupational Safety and Health Administration (OSHA) videotape are included. (DK)

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LEADERSHIP MANUAL -- CURRENT ISSUES

INSTRUCTOR'S GUIDE

1993

SO 023 224

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INTRODUCTION

The **"1993 Leadership Manual - Current Issues"** highlights some of the major issues of concern to the labor movement, particularly those that have pending legislation. This **Instructor's Guide** offers suggestions on how unions might educate their members on these issues during scheduled union meetings, seminars or workshops, or in conjunction with specialized campaigns such as a one-on-one member contact program or a get-out-the-vote program.

Unions should feel free to experiment with the suggested approaches and be creative in adapting these materials to fit their membership's needs.

Unions may also want to refer to the AFL-CIO Education Department's companion manual entitled **"Building the Local Union"** (publication #209, cost $1.50 each) which outlines other kinds of programs and ideas that local unions across the country have implemented and which may also be useful in addressing these issues. (Available through the AFL-CIO Publications and Materials Office, 815 16th Street, N.W., Washington, D.C. 20006.)

Finally, your international union, AFL-CIO State Federation and the various departments of the national AFL-CIO often have additional materials and publications that can be helpful to your program. These and other resources should be tapped to get the most information available.

WORKSHOP FORMAT

Look over the issues presented in the **"Leadership Manual -- Current Issues"**, and after deciding on the topic to be discussed, set an appropriate occasion to conduct the educational program. It is especially useful to tackle a legislative issue prior to a House or Senate vote; at a time when a change is about to occur at the work place or in the community; or as soon as the issue has become a focal point for union action.

The workshop format suggested here can be incorporated into a 1-1/2- or 2-hour session and can be used to address any issue. The educational techniques suggested stress participant involvement through discussion because it is one of the best ways for adult individuals to learn and will more likely motivate them to act.

STEP 1: INTRODUCTION OF ISSUE AND DISCUSSION

Open the session/meeting with a welcome to all and a brief overview of the purpose of the session along with a time frame.

Next, to facilitate understanding, it is suggested that you engage the participants in a discussion on the issue. There are a number of ways to accomplish this and in each instance you will need to develop the appropriate materials in advance.

Discussion Starters:

(a) Construct a questionnaire.

A questionnaire is one of the best ways for a group to learn. It holds certain advantages for the instructor:

1) it is an automatic discussion starter;
2) it can help in organizing your material;
3) it avoids lecturing and helps determine participants' understanding;
4) a question can be used to open a broader discussion; and
5) it helps keep the instructor and the class on track.

A questionnaire also holds advantages for the group: 1) it helps promote individual participation and arouses interest; and 2) it focuses attention on one thing at a time. A questionnaire can be easily constructed from information presented in the fact sheets in the **"Leadership Manual-- Current Issues"**; from your contract; or from other publications/materials that you have available. Keep the questionnaire to ten questions or less.

Procedure: Hand out the questionnaire and give participants about 5 to 10 minutes to complete it. Emphasize that it is not a test and that the answers will not be collected. Read each question out loud and ask participants to give their responses. It is not essential to cover every aspect of the answers, but it is important that the questionnaire be used to engage in a discussion, not settling for simple "yes", "no", "true", or "false" responses. If you choose to use this format these kinds of responses should be followed up with additional questions such as ***"Why is that so?"*** or ***"What is the significance of this?"*** Thoroughly covering the questionnaire will take at least 45 minutes. (Sample questionnaires follow)

(b) Ask a series of open-ended questions.

By asking open-ended questions, the instructor allows the participants to discuss what they know or don't know, understand or don't understand about the issue. The instructor/meeting leader acts as a facilitator to the discussion by acknowledging input, clarifying points, and summarizing. The instructor must maintain control of the session so the discussion does not get bogged down or get too far removed from the topic at hand.

Procedure: Hand out a sheet of 4 or 5 questions with plenty of space in between for notes, or write the questions on a flip chart or blackboard. Like the questionnaire, let participants know that this is not a test. Unlike the closed-format design of most questionnaires, open-ended questions require more thought. The questions are usually broad enough to allow the participants to express their views freely. For example: ***"How has the introduction of new technology affected our work place?"*** When using open-ended questions, the instructor will deal with each question one at a time, reading it out loud and soliciting responses. In this way participants can then take notes on the handout. Depending on the number of persons attending the session you may wish to break the group into sub-groups of 4 or 5 individuals, assigning each group a particular question or questions to discuss and then having them report back to the larger group. This approach will take at least 45 minutes.

(c) Use a fact sheet or handout.

You may wish to use the short readings in the "**Leadership Manual-- Current Issues**" to stimulate discussion on an issue. This approach still requires that the instructor prepare questions in advance in order to expand discussion on the issue. Another idea is to hand out a short list of facts to stimulate interest and comments.

Procedure: Hand out an issue fact sheet. Allow participants time to read it (at least 5 minutes). Begin the discussion by asking a question based on the information provided in the fact sheet. For example: ***"By law, what kinds of political activities are not open for participation by federal employees?"*** Then, you may wish to bring the discussion closer to home by asking a question more directly related to the participants' own

situation. *"Have any of you wanted to participate in partisan politics only to find that you were prohibited from doing so?"* Again, depending on the size of your group, you may wish to break them up into small groups for discussion on certain points and then have them report back to the larger group.

(d) Use charts.

There are several charts in the manual which can be used to start a discussion. For example, in Section II, page 46 the charts on union wages could help generate a discussion of the benefits of unionism.

Procedure: Same steps as with fact sheet.

(e) Use your contract.

The need for legislation on issues is not always immediately apparent in all cases. For example, the need for unemployment insurance reform is based on changes in laws that impact on working people. In these instances, it may be more meaningful to your membership if you refer to your own state laws or workplace practices to launch the discussion.

Procedure: Have participants locate pertinent clauses within their contract. Or provide copies of the clauses you wish to focus on.

(f) Use a film or videotape.

In many instances there are films or videotapes available that describe current issues and propose solutions. **The AFL-CIO Education Department** operates a film and videotape library that rents these items at minimal costs. Also the **Labor Institute of Public Affairs (LIPA)** offers a wide selection of videos on current topics for sale.

Procedure: Films and videotapes do not stand alone. If you plan to use this approach, you should develop several questions related to the film or videotape prior to the session. Ask the participants to consider these questions while viewing the film or videotape and then discuss them after its conclusion. Also keep in mind that your session's time frame will be directly affected by the length of the film or videotape you intend to show. A sample discussion outline using the videotape "Leaving Home" is attached. (A suggested listing of films or videotapes that relate to issues in the "**Leadership Manual -- Current Issues**" also follows.)

STEP 2: DEVELOP AN ACTION PLAN

After the issue has been discussed, some kind of "action" plan needs to be developed if the union hopes to effect a change after the session/meeting. *"What is the role of the union and its members with regard to the issue?"* The instructor can pose this question to the participants and use of the "brainstorming" technique solicit ideas for action. The instructor lists all responses on a flip chart or blackboard without evaluating their merits or weaknesses. The "doable" solutions will be sorted out later. (Depending on the size of the group, you can ask each person for a response or simply throw it open to whomever wants to respond.) Once your list is complete, return to each suggestion on the list and briefly discuss its pluses and minuses allowing the participants to debate the points. For more control, and to save time, you may wish to have the group prioritize the list first so that they can focus on the most feasible solutions. This exercise will take a minimum of 30 minutes. (Time may be extended if the issue is particularly complex or if it becomes difficult to agree on an action.)

STEP 3: ASSIGN RESPONSIBILITIES

Once an action plan or step has been decided, the responsibility for seeing that the activity is carried out needs to be delegated. For example, if it is a letter-writing campaign, you may want to solicit draft letters from the participants that can be used as models, then set up a member contact program to get the letters signed. Or, if you are conducting a petition drive, someone must be designated to be responsible for seeing that the petitions are circulated and returned.

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USING THE REPORT ON CONGRESS

The 1992 Voting Record for the House and Senate begins on page 25 of **Section I** of the **"1993 Leadership Manual -- Current Issues"**. You may use this information in all of your discussions by having participants check how their representatives voted on a number of labor issues, or the instructor may check the voting record in advance and refer to it during the workshop/meeting. Letter-writing campaigns or visiting with legislators by union delegations are both very effective participation activities that can be implemented after any education program.

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Remember, you don't have to be an expert instructor to provide your audience with an effective learning experience. You do need to be a receptive facilitator who is willing to draw individuals out, listen to their ideas and create a participatory environment in which people will see that their action or inaction can make a difference on any issue.

ADDITIONAL RESOURCES

RESOURCES

AFL-CIO Departments 815 - 16th Street, N.W. Washington, D.C. 20006	(202) 637-5000 (switchboard)
Building and Construction Trades	(202) 637-5073
Civil Rights	(202) 637-5270
COPE	(202) 637-5102
Community Services	(202) 637-5189
Economic Research	(202) 637-5160
Education Film Library	(202) 637-5142 (202) 637-5153
Employee Benefits	(202) 637-5205
Human Resources Development Institute (HRDI)	(202) 637-5245
Labor Institute of Public Affairs (LIPA)	(202) 637-5334
Legislative	(202) 637-5075
Occupational Safety, Health and Social Security	(202) 637-5200
Organization and Field Services	(202) 637-5280
Publications and Materials Office	(202) 637-5041
George Meany Center for Labor Studies 10000 New Hampshire Avenue Silver Spring, Maryland 20903	(301) 431-6400

SUGGESTED
SHORT FILMS AND VIDEOTAPES

SUGGESTED SHORT FILMS AND VIDEOTAPES

ON THE ISSUES

One Strike and You're Out
Produced by Labor Institute of Public Affairs, (LIPA)
15 minutes, 1990. Purchase Cost $7.50/each

The need for legislation banning permanent replacement of striking workers is illustrated through the stories of workers who have lost their jobs and communities which have been torn apart by the practice of hiring permanent replacements.

Borderline Medicine
Produced by Public Policy Productions, Inc.
58 minutes, 1991. Rental $5.00

Walter Cronkite narrates a comparison of U.S. and Canadian health care systems. This video illustrates the costs and benefits of both systems through real-life cases. A young pregnant U.S. woman on Medicaid finds it impossible to get pre-natal care. A Canadian man has to travel to Detroit in order to schedule his heart surgery. A self-employed U.S. woman with breast cancer but no health insurance copes with the loss of her house and all her savings in addition to the emotional devastation of her disease.

Health Care: Critical Condition
Produced by Labor Institute of Public Affairs, (LIPA)
(Two versions -- 30 minutes and 10 minutes), 1990. Purchase Cost $10/each

What's wrong with the American health care system? How can we fix it? There are no easy answers. This documentary (available in two versions -- 30 minutes and 10 minutes) is an introduction to the complex issue.

Nursing Shortage/Level Three
Produced by Fanlight Productions
28 minutes, 1990. Rental $5.00

Another aspect of the health care crisis is covered in this compelling documentary on the nursing shortage. Union representatives and management administrators as well as physicians and nurses at the Newton-Wellsley Hospital in Massachusetts talk about the effect of the shortage on patient care and staff morale.

The Case for Health Care Reform
Produced by Labor Institute of Public Affairs, (LIPA)
10 minutes, 1990. Purchase Cost $7.50/each

Video highlights from the nationwide series of hearings on health care reform held by the AFL-CIO.

Now is the Time: The Call for National Health Care
Produced by Labor Institute of Public Affairs
4 minutes, 1989. Available for purchase from the Department of Employee Benefits, AFL-CIO. Purchase Cost $5.00/each

A brief outline of the problems in the American health care system, this video serves as a quick introduction for a discussion on the subject.

U.S.-Mexico Free Trade Agreement: No Fast Track!
Produced by Labor Institute of Public Affairs, (LIPA)
7 minutes, 1991. Purchase Cost $7.50/each

Working conditions in the Mexican maquiladora plants are documented, along with graphic depictions of the environmental consequences and the possible impact on the American economy of a U.S.-Mexican Free Trade Agreement.

Leaving Home
Produced by We Do The Work
20 minutes, 1992. Rental $5.00

This video outlines the issues raised by the North American Free Trade Agreement (NAFTA). Personal stories of U.S. workers who have been displaced because their plants were moved to Mexico are dramatically portrayed. Environmental concerns are illustrated by film footage of the Rio Grande. It also explores the impact of the maquiladoras on the Mexican workers and their community.

True Cost of NAFTA, The
Produced by Labor Institute of Public Affairs, (LIPA)
8 minutes, 1993. Purchase Cost $10.00

This video documents congressional visits to various border cities where the so-called maquiladoras are located and shows the deplorable conditions in which these workers live.

Working in the U.S.A.: Know Your Rights
Produced by Labor Institute of Public Affairs, (LIPA)
10 minutes, 1991. Purchase Cost $10.00/each

This video outlines the major anti-discrimination provisions of the Civil Rights Act of 1964 and the Immigration Reform and Control Act. Available in both English- and Spanish-language version.

Tale of "O", A
Produced by Films Inc.
20 minutes, 1978. Rental $5.00

How does it feel to be an "O" in a world that's made up of "Xs"? This cartoon video, based on the work of Harvard's Rosabeth Moss Kantor, humorously depicts the stresses and strains involved in working in an environment where you're a minority. Educators can effectively use this video to provoke discussion on the issue of cultural diversity.

To Dream
Produced by AFL-CIO
12 minutes, 1985. Rental $5.00

In his long fight for social and economic justice, Dr. Martin Luther King, Jr. forged a close relationship with the labor movement. This videotape focuses on that involvement. It includes film footage from Dr. King's address to the AFL-CIO Convention in 1963, his involvement with unions on picket lines, his passionate speeches and his last address to the sanitation strikers in Memphis where he died fighting for the rights of workers.

Taxes and Services: Who Pays?
Produced by Labor Institute of Public Affairs, (LIPA)
28 minutes, 1984. Rental $5.00

Case studies of citizens and workers in California, Maryland, and Hawaii struggling to develop a more equitable tax system. A discussion between Congressmen Richard Gephardt, Tom Downey and then-Congressman Jack Kemp illuminates the issue further.

Training America's Workers (Union on the Job)
Produced by Human Resources Development Institute
15 minutes, 1990. Rental $5.00

Training workers to meet the skill requirements of our changing economy is a concern of labor, business and the government. This video describes the concerns of the AFL-CIO's Human Resources Development Institute, explains how the JTPA program works, and provides examples of union programs that have been established to meet the needs of disadvantaged and displaced workers.

Breath Taken
Produced by Bill Ravanesi
33 minutes, 1990. Rental $5.00

Through a series of individual accounts, this videotape tells of the devastating consequences of exposure to asbestos and asbestos-related materials. Several experts discuss what asbestos is, the extent of its use and the lack of regulations historically, its impact on communities, and the need to prevent its further use in the world market.

OSHA
Produced by the U.S. Department of Labor
25 minutes, 1981. 16 mm film only. Rental $5.00

One out of every four workers is exposed to known health hazards and one-third of all cancers are work-related. This film tells workers how OSHA was set up to stem the tide of disease, injury and death and what their rights are under the law. Workers talk about specific health hazards in the textile mills and foundries, and how their plants were forced to comply with the law.

Davis-Bacon: A Day's Work -- A Day's Pay
Produced by Building and Construction Trades Department, AFL-CIO
20 minutes, 1979. 16 mm film only. Rental $5.00

This film takes a brief look at the history of prevailing wage legislation, why it was enacted, how it protects workers and local contractors bidding on federal contracts, and the assaults on Davis-Bacon from right-wing groups.

Labor's Future: An Interview with Gus Tyler
Produced by PBS Video
28 minutes, 1990. Rental $5.00

Bill Moyers interviews Gus Tyler, respected labor writer and longtime officer of the International ladies' Garment Workers Union, on the role of unions in the new world economy and the decline in workers' power associated with the rise of multinational corporations.

Unions Today: New Tactics to Tackle Tough Times
Produced by BNA Communications
30 minutes, 1985. Rental $5.00 (Unions Only)

Narrated by Tom Gjelten, Labor Reporter for National Public Radio. This video begins with a close look at the forces and problems confronting unions today--and possible solutions to the problems. Then, case studies (Beverly Enterprises and Marval Poultry; HERE and Yale University; Weirton Steel and ESOPs) examine in detail some of the tactics and strategies unions are using to combat declining membership and economic clout in the 1980s. The video concludes with an interview of 10 labor relations experts, including Lane Kirkland, Vicki Saporta, Mark de Bernardo, and Audrey Freedman.

Minimum Wages: The New Economy
Produced by PBS: WNET, New York; WTTW, Chicago
58 minutes, 1992. Rental $5.00

The American economy may be creating new jobs, but are they the kinds of jobs that can allow workers to raise families, to maintain a decent standard of living, to actually buy the goods they are producing? This PBS documentary, reported by Bill Moyers, focuses on laid-off workers in Milwaukee, Wisconsin who are struggling to make ends meet in the new economy of minimum wage jobs.

Sexual Harassment Quiz, The
Produced by WHYY TV Philadelphia
59 minutes, 1992. Rental $5.00

This video is in a "talk-show" format with a studio audience. Hosted by Jonathan Segal, Management Attorney, Wolf, Block, Schorr, and Solis-Cohen, this program starts with a quiz of 28 questions on the issue of sexual harassment that the audience is asked to rank. Immediately following the quiz, there is a general discussion with comments from the audience as to how they feel about the different issues raised. Very good for general discussion and awareness of the issue. A hard copy of the quiz is available.

OTHER FILMS/VIDEOTAPES USEFUL WITH THE LEADERSHIP MANUAL

How A Bill Becomes A Law
Produced by United Productions of America
18 minutes, 1970. 16 mm film only. Rental $5.00

The journey of a proposed new law through the legislative process is portrayed in this film by an animated character named "Bill". Bill has to work his way through the Congressional committee system, then through both houses and--after several narrow escapes--lands on the President's desk ready to be signed.

Get Out the Vote
Produced by Labor Institute for Public Affairs for COPE
9 minutes, 1986. Rental $5.00

Union members have to do more than cast their own vote. They have to play a role in getting other union members registered and out to the polls on election day. This video outlines the basic steps involved in a well organized campaign to get out the vote. Volunteers work together as a team on this vital challenge to elect good candidates.

Calling All Voters
Produced by Labor Institute of Public Affairs for COPE
12 minutes, 1986. Rental $5.00

Having enough well-trained volunteers to operate phone banks plays a crucial role in winning a political campaign. This video is designed to train volunteers in the procedures followed in various types of phone work during the campaign. The important role of volunteers working as a team is emphasized.

Making Legislators Accountable
Produced by Labor Institute of Public Affairs
27 minutes, 1984. Rental $5.00; Purchase Cost $10.00

Grassroots lobbying of Representatives when they return to their home district is being carried on by legislative action committees in many Congressional districts. This video demonstrates

how the lobbying process works and its success in improving the voting records of Representatives who regularly hear from their labor constituents.

The Power Game
(4-part series) Produced by PBS Video News
58 minutes each, 1990. Rental $5.00/each

Based on Hedrick Smith's book explaining how Washington really works these days. The most useful segments are THE UNELECTED, which covers the proliferation of lobbyists, the importance of the media and role of "staff" in government; and THE CONGRESS which explains the declining strength of the party system in Congress. Other segments are THE PRESIDENCY which concentrates on the symbolic and theatrical aspects of that office, and THE PENTAGON which explains why military coffee pots cost $400.

Rage for Democracy, The
Produced by PBS Video
57 minutes, 1992. Rental $5.00

Interesting portrayal of what has happened to democracy in the US from the point of view of four stories and based on the results of a survey that was conducted by the Citizen Participation Project. Narrated by Anthony Lewis, Columnist for the "New York Times", stories are told in a personal fashion by the people in the community -- a poor African-American section of Chicago (24th Ward); a wealthy community fighting the expansion of the local airport in Lexington, MA; people fighting for issues motivated by their religious convictions in Wayco, TX; and a multi-racial group (Piedmont Peace project) in a rural North Carolina community. Although a little long, it could be used in basic political education classes or with high school students.

One Vote Counts (COPE)
Produced by Committee on Political Education (COPE), AFL-CIO
21 minutes, 1987. Rental $5.00

How important are "get out the vote" efforts? In 1960, John F. Kennedy got elected by a margin of one vote per precinct. Right-wing political consultants are open about the fact that their political leverage goes up as the percentage of Americans who vote goes down. This video details the process of maintaining accurate state-by-state COPE records so that the labor movement is able to effectively reach every potential union voter.

The Choice is Ours
Produced by Alliance for a Working America
20 minutes, 1988. Rental $5.00

This program was produced to create a better understanding of the role that government plays in achieving social and economic justice for all citizens. To provide the background for a discussion of the importance of voting, the function of government and the issues that are important to each of us -- taxes, interest rates, housing, the environment, jobs, pay equity, child care -- use this program.

SAMPLE QUESTIONNAIRES

U.S. HEALTH CARE SYSTEM 1991

Circle the correct answer.

1) Amount of money spent on health care in the U.S. per day:

A. $1,000,000,000 B. $ 800,000,000
C. $ 490,000,000 D. $2,000,000,000

2) Ranking of U.S. among nations in terms of life expectancy of population:

A. 9th B. 21st C. 16th D. 5th

3) Amount of money estimated to have been spent on unnecessary medical procedures in 1986:

A. $100,000,000,000 B. $76,000,000
C. $ 24,000,000 D. $50,000,000

4) One million caesarean section operations were performed last year. According to estimates from a national medical review group, what percentage of them were probably unnecessary? _____

5) Number of people in the U.S. who have no health insurance: (approx.)

A. 120,000,000 B. 8,500,000
C. 37,000,000 D. 28,000,000

6) The percentage of medically uninsured who are heads of families, working 40 or more hours per week:

A. 30% B. 50% C. 20% D. 40%

7) Amount of total price of American-made Chrysler which goes to pay for workers' health care insurance (per car) (1988):

A. $400 B. $1,000 C. $700 D. $250

8) Amount of total price of American-made Chrysler which goes to pay for workers' health care insurance (per car) (1988):

A. $400 B. $1,000 C. $700 D. $250

9) In 1977, 80% of health insurance plans paid 100% of inpatient room and board hospital costs. What percentage of plans paid 100% of costs in 1987?

A. 80% B. 50% C. 65% D. 40%

10) How many industrialized nations have no form of national health insurance?

A. 53 B. 12 C. 37 D. 2

Answers: U.S. Health Care System

1) D. $2,000,000,000

2) C. 16th

3) A. $100,000,000,000

4) 50%

5) C. 37,000,000

6) B. 50%

7) C. $700

8) D. $250

9) D. 40%

10) D. 2

THE FAMILY AND MEDICAL LEAVE ACT OF 1993

This questionnaire will help you understand the Family and Medical Leave Act, passed by Congress in February 1993. This is not a test - check the answer you think best.

1. The Family and Medical Leave Act provides:

_____ paid leave _____ unpaid leave

for _____ 6 weeks or _____ 12 weeks
for a worker with _____ newborn child
_____ newly adopted child
_____ sick parent
_____ sick spouse
_____ sick child
_____ who else?

2. Under the law, a person getting leave retains their company health benefits for _____ weeks.

3. Unions have been working and lobbying to get this law passed for 8 years.

What groups opposed it? _____ big business
_____ small business
_____ Republicans
_____ Democrats

What groups supported it? _____ women's organizations
_____ church groups
_____ labor
_____ Republicans
_____ Democrats

4. The bill passed the House of Representatives and the Senate in 1990 and again in 1992. Why didn't it become a law?

_____

5. In February 1993, our Congressional Representative, _____, voted

_____ for the bill _____ against the bill

Our Senators: _____, voted _____ for _____ against
_____, voted _____ for _____ against

6. An employer is covered by the law if he/she employs:

_____ 10 workers _____ 20 workers _____ 50 workers

7. Although the law is passed, unions should continue to negotiate on family and medical leave.

_____ agree _____ disagree

Answers: The Family and Medical Leave Act of 1993

1. Unpaid leave; all items plus themselves.

2. 12 weeks

3. all items; mostly Republicans
   all items; mostly Democrats

4. Vetoes by George Bush

5. Answer will depend on the representative being considered.
   Answer will depend on the senators being considered.

6. 50 workers

7. Probably agree, but should invoke discussion.

HOW MUCH DO I KNOW ABOUT SEXUAL HARASSMENT?
(TRUE or FALSE)

1. If I just ignore unwanted sexual attention, it will usually stop.

2. Some employees don't complain about unwanted sexual attention from a co-worker or supervisor because they don't want to get that person in trouble.

3. A sexual harasser may be told by the court to pay part of a judgement to the employee that he or she harassed.

4. About 90% of all sexual harassment in today's workplace is done by males to females.

5. There are only a few false charges of sexual harassment made by women.

6. Telling the harasser "NO" will stop the harassment. If a woman doesn't tell you "NO" there is no way you can determine if your behavior is unwelcome.

7. Women invite sexual harassment by their behavior and/or dress.

8. If there are no witnesses and it's one person's word against another person's word there is nothing I can do.

9. There is no way I can protect myself from false charges of sexual harassment.

10. Having pictures, cartoons, and calendars around work is no big deal. Just because they're sexually oriented doesn't mean they're wrong or bad and there is no liability unless someone complains.

11. An employer is liable for the sexual harassment of a worker that occurs at an employer-sponsored social event held off the worksite.

12. An employee must experience a "tangible economic" loss of benefits to claim sexual harassment.

13. An employer is liable for the sexual harassment of a worker by a member of management or a co-worker even if the employer was not aware or did not condone the activity.

14. The legal standard for determining a hostile environment sexual harassment case is: a reasonable person's reaction to a similar environment

15. A local or local leader can be subjected to defamation and invasion of privacy legal charges if disclosures about a harassment case or not limited.

16. A sexual harassment victim who quits or is fired from the job is either entitled to:
    a) unemployment compensation benefits b) worker's compensation

ANSWERS -
How Much Do I Know about Sexual Harassment

1. F	5. T	9. F	13. T
2. T	6. F	10. F	14. T
3. T	7. F	11. T	15. T
4. T	8. F	12. F	16. a

SEXUAL HARASSMENT QUESTIONNAIRE

Do these actions constitute sexual harassment? Mark YES or NO for 1 through 6.
Mark TRUE or FALSE for 7 through 12.

1. _____ The men in Kathy's workplace put up Playboy pinups in the break room. Kathy has never heard them refer to the pictures nor make sexual remarks to women in the workplace, but Kathy feels humiliated by the pictures.

2. _____ Whenever Ann does the filing, one male co-worker always makes a point of rubbing up against her when he walks past her. He always says *"excuse me"* but the look on his face indicates that it's no accident. Ann finds it demeaning and offensive.

3. _____ Ellen dated a co-worker for a while, but broke off the relationship after a couple of months. Ellen occasionally works on projects with him, but he is very formal and never says more to her than he has to. Ellen feels badly that they can't be friends anymore.

4. _____ The supervisor is famous for his dirty jokes, sexual comments and leering. It really bothers Effie to the point that she gets headaches by late afternoon after listening to it all day. Effie talks about it with other women in her workplace, but they tell her it doesn't bother them because *"He's all talk and no action."*

5. _____ Marjorie refused her supervisor's dinner date invitations and now it seems that all the better assignments are going to other people. When Marjorie asks him about it, he tells her that she hasn't adequately demonstrated sufficient "teamwork skills" to obtain these assignments.

6. _____ Arlene is on the union's negotiating committee which met very late one night recently. The union representative offered to drive her home and she accepted. On the way home he complimented her on her negotiating skills and how attractive and professional she looked at the bargaining table. In front of her house, he attempted to kiss her. She firmly resisted. He became very angry and questioned why she took a ride in the first place.

   She later found out from another steward that the union had assigned her to the negotiating support committee to make sandwiches for the bargaining committee.

7. _____ Sexual harassment is usually an isolated incident--most incidents are not repeated, or if they are, they do not last long.

8. _____ Men use sexual harassment largely to demonstrate sexual desire.

9. _____ If you are being sexually harassed by someone, it's likely that he has harassed others.

10. _____ Despite the hassle it presents, few women get fired or resign their jobs because of sexual harassment.

11. _____ A large percentage of women reporting sexual harassment also report suffering psychological stress and/or physical stress symptoms.

12. _____ Black women and women of other minority groups are especially vulnerable to sexual harassment.

Answers: Sexual Harassment Questionnaire

1. YES Sexual harassment can include anything (the visual as well as remarks or physical advances) which causes humiliation to a person.

2. YES Sexual harassment is any unwelcome physical advance from anyone on the job or associated with the job (superior, co-worker, subordinate, customer, client, union official, etc.)

3. NO That's life and love in the workplace. She may feel bad, but he's working with her when the job demands it.

4. YES Such conduct need not offend the entire group. If even one worker feels humiliated, sexual harassment can be said to exist.

5. YES Such a situation is termed quid pro quo; that is, when requests are coupled with implicit or explicit threats of adverse job consequences, sexual harassment can be said to exist.

6. YES This situation is similar to No.5; accepting a ride home does not constitute an invitation for sexual advances.

7. FALSE The U.S. Merit study of 1981 of 20,000 federal employees reported that most incidents are repeated; that they last a week or more, and many last six months.

8. FALSE Sexual harassment is a power-play tactic similar to the "bully" on the block.

9. TRUE Forty-three percent of female victims reported that their harassers had bothered others, according to the Merit study, and 53 percent reported that they did not know.

10. FALSE Twenty-three percent of female victims reported that they got fired and another 25 percent reported that they resigned.

11. TRUE Ninety percent report psychological stress and 60 percent report physical stress.

12. TRUE Because of their lower economic status and lower positions in the hierarchy, these women are more vulnerable to sexual harassment.

SAMPLE DISCUSSION QUESTIONS
USING OPEN-ENDED FORMAT

DISCUSSION QUESTIONS

THE FEDERAL BUDGET

1. What is the actual deficit? What has occurred in the last few years?

2. What's the cause of this huge deficit? Who's primarily to blame?

3. What effect does the budget deficit have on the economy?

4. Wouldn't a Balanced Budget Amendment help solve this growing problem?

5. What alternatives are there to solving the budget crisis?

ANSWERS TO DISCUSSION QUESTIONS

THE FEDERAL BUDGET

1. The federal deficit for fiscal year 1992, which ended October 1, 1992 was $290 billion. Current estimates indicate a federal deficit of $310 billion for fiscal 1993.

   The federal deficit has been growing over the past 12 years, with no end in sight.

2. The Reagan-Bush policies led to a tripling of the nation's debt in 12 years due in large measure to tax cuts for the wealthy and for profitable corporations. Military spending and the Savings and Loan bailout also contributed to huge annual deficits -- and to the skyrocketing national debt.

3. The deficits and resulting debt have distorted national priorities, absorbed ever larger shares of the federal budget for interest payments, and made it difficult to address needs such as health care, homelessness and job trainig.

4. No. A balanced budget amendment would have devastating economic effects. It would take out of the hands of policy makers the power to fight recessions. It could put millions out of work and throw a big monkey wrench into the workings of the economy. In addition it would undermine representative government by limiting its power and distorting the fragile system of constitutional checks and balances. In addition, it would result in the dismantling of 50 years of labor-backed, progressive programs designed to achieve some measure of economic and social justice for all citizens.

5. • Job-creating infrastructure stimulus can speed economic growth and bring more jobs;
   • Using fair, progressive revenue sources to raise money needed for basic national needs;
   • Health care reform with real cost containment can help more people and stop a big drain on the budget;
   • Don't use Social Security to solve general budget problems. As a separate fund, it is well financed until 2030.
   • Cut programs no longer useful; revuew defense spending; start or expand needed programs.
   • Review methods to streamline governmental services.

DISCUSSION QUESTIONS

VOTER REGISTRATION

1. Who is eligible to register to vote in the U.S.?

2. How do you register to vote?

3. How long is your registration valid?

4. How do you choose party affiliations or how do you change your party affiliation?

5. Why is it important to you as a union member to register to vote in all elections?

6. What difference does one vote make in a national election?

ANSWERS TO DISCUSSION QUESTIONS

VOTER REGISTRATION

1. You must be a U.S. citizen and at least 18 years of age to be eligible to register to vote. Residency requirements vary from state to state.

2. Registration procedures also vary from state to state. Almost half of the states permit registration by mail. In other states registration must be at one centralized location or, in some cases, at branches throughout the community such as schools, post offices, and so on.

3. You need to re-register to vote if you have moved from your precinct, changed your name or your party affiliation or if your registration has been canceled.

4. Party affiliation is designated when you register to vote. If you change parties, you must re-register.

5. As a union member you should recognize the importance of participating in the election process. Our bargaining goals can be further aided by favorable legislation and we need to support those individuals who will help us.

6. Presidential elections have been won and lost because of one vote per precinct. You can never be sure when that vote might be yours.

* Answers to these questions should be made more specific using your State's registration procedures.

DISCUSSION QUESTIONS

"RIGHT-TO-WORK"

1. What specifically, is the "Right-to-Work" law?

2. Why are unions required to represent non-union workers under the "Right-to-Work" law?

3. How does "Right-to-Work" affect wages?

4. Do "Right-to-Work" states attract more industry? (please explain)

   ____ Yes ____ No

5. What is the real goal of the "Right-to-Work" movement? And who is pushing it?

6. What would be the difference to our union if we eliminate the "Right-to-Work" law?

ANSWERS TO DISCUSSION QUESTIONS

"RIGHT-TO-WORK"

1. "Right-to-Work" is a misleading term. It is a state law which prohibits unions and companies from negotiating a clause in a contract that requires all employees who benefit from the agreement to share the costs of unionism.

2. Federal law (Article 6, Section 8-2B) requires a union to represent all employees where the union has a contract with the employer.

3. "Right-to-Work" lowers the wages and benefits for all workers. In non-"Right-to-Work" states workers have higher paying jobs which provide them with more disposable income and a better standard of living.

4. No. In a national survey, businesses gave a very low rating to the existence of the "Right-to-Work" law as a incentive to move into a state.

5. The goal of the "Right-to-Work" movement is to weaken employee associations and unions so they will be less effective in assisting the members. The movement is led by the Virginia-based National "Right-to-Work" Committee which is funded by the Chamber of Commerce, big business and corporations.

6. Our union's efforts at the bargaining table would be strengthened because our efforts would be more unified.

SAMPLE FACT SHEETS/HANDOUTS

SAMPLE
FACT SHEET

"RIGHT-TO-WORK"

1. "Right-to-Work" laws sound attractive, but the fact is they don't give anyone the right to work, the right to a job, or the right to anything else.

2. States that have tried "Right-to-Work" have often ended up with high unemployment and little wage growth, Idaho and Louisiana are two examples. Idaho's unemployment rate was 7.9% in 1985 and rose to 8.7% in 1986 after the law went into effect. In 1976 Louisiana became a "right-to-work" state, and over the next ten years, its unemployment rate almost doubled -- from 6.8% to 13.1%.

3. Most "Right-to-Work" states have average wages that are below the national average. Based on U.S. Department of Labor data, the average yearly wage is $2,098 less in Right-to-Work states than in free collective bargaining states.

4. When wages fall, our total tax revenues fall. That means fewer dollars for education at all levels.

5. A higher percentage of students in "Right-to-Work" states consistently score in the bottom half of the nation on standardized tests.

6. The fact is "Right-to-Work" laws don't attract business and jobs. Business decision-makers told Business Week that 19 other issues were more important and only 10 percent of businesses even considered "Right-to-Work" according to Fantus Corporation, the Nation's largest business location consulting firm.

7. "Right-to-Work" laws interfere with free collective bargaining by forbidding such arrangements, even if the affected employees and the employer agree to a union security clause.

8. Employees in free collective bargaining states have far better health insurance, pensions, holiday and vacation benefits.

9. In its 30 years of existence, the National "Right-to-Work" Committee has spent $130 million in over 100 attempts to enact "Right-to-Work" laws. Yet, despite all the money and efforts during that period, it has been successful only four times. Ninety-six percent of the time the people have seen through the deception.

10. Simply stated, the National "Right-to-Work" Committee exists to achieve one objective - to weaken employee associations and unions so they will be less effective in assisting their members. "Right-to-Work" laws do that by denying unions the funds needed to negotiate, service and enforce contracts.

AFL-CIO Legislative

FACT SHEET

DEPARTMENT OF LEGISLATION
815 Sixteenth St., N.W.
Washington, D.C. 20006
(202) 637-5082

Fact Sheet No. 103-3

Date February 22, 1993

BALANCED BUDGET AMENDMENT: A FORMULA FOR ECONOMIC AND CONSTITUTIONAL DISORDER

INTRODUCTION

Having burdened future American generations with a federal debt that is now in excess of $4 trillion, the U.S. Congress is being pressured into rewriting the United States Constitution and, ultimately weakening the respect in which it is held. This year, with a budget deficit exceeding $300 billion, a combination of fear, despair and voter angst have enticed many liberal and moderate members of Congress to join with conservative lawmakers in advocating this "slash and burn" solution. Their proposed Balanced Budget Amendment -- S. J. Res. 41 in the Senate and H.J.Res. 103 in the House -- were introduced early in the 103rd Congress. President Clinton has stated his opposition to a constitutional amendment to balanced the budget, while at the same time offering the Congress a credible and balanced package of deficit reduction proposals that promises steady progress on reducing the massive amount of debt that is threatening our nation's economy. S.J. Res. 41 and H.J.Res. 103 are formulas for economic chaos and constitutional disorder that will seriously undermine Congress' fiscal powers to help maintain national economic stability.

STATUS

To be enacted, a Constitutional amendment must gain a two-thirds vote of both the House and Senate and then be ratified by three-fourths (38) of the states. H.J. Res. 103, sponsored by Rep. Charles Stenholm (D-TX) has been referred to the House Judiciary Committee. Meanwhile in the Senate, S.J. Res 41, sponsored by Sen. Paul Simon (D-IL), has been referred to the Senate Judiciary Committee.

There are many objections - both economic and constitutional - to the balanced-budget amendment.

Economic Problems

(1) **A balanced budget amendment would assure a return to the boom-and-bust economic cycles of the pre-Depression era by dismantling the fiscal weapons needed to combat both unemployment and inflation.** Recessions would be made more severe as built-in stabilizers such as unemployment compensation and social welfare programs would be choked off. Legislation needed to create jobs and stimulate the economy would be unlikely to secure the three-fifths vote of Congress required by the amendment to approve deficit spending. Job opportunities would fail to materialize, incomes would erode and investment would be discouraged. Steeper recessions would result, necessitating even deeper budget cuts as unemployment increased and revenues fell.

(2) **A federal balanced budget amendment would wreak havoc on individual state economies.** A 1992 study by Wharton Econometrics Forecasting Associates detailed the impact of a balanced budget amendment on individual states and their economies. While the exact impact would vary from state to state, all states would suffer severe economic hardship. Personal income would, on average, drop 8-14%. The number of jobs would drop 2-4% per state, with some states, such as California, experiencing losses approaching 500,000 jobs. Accordingly, the unemployment rate would also rise in each state.

(3) **If the proposed balanced budget amendment were in place today, a combination of spending cuts and/or increased taxes totaling close to $400 billion would be required to be implemented in the next two**

years--possibly throwing the economy into a deep recession or depression. Major federal programs would have to be wiped out and the economy will almost assuredly go into a tailspin, with even higher levels of unemployment.

(4) **The amendment would predicate America's economic, social and national defense needs on a "pay as you go" philosophy of government.** In the past, this likely would have prevented timely federal expenditure of funds for such major national initiatives as the space program, pollution-control projects, the interstate highway system, and research in science and medicine. The amendment would further divide the nation by fueling the "guns vs. butter" debate, forcing even harsher choices between one or the other.

Constitutional Damage

(1) **The amendment would eliminate Congress's ability to make fiscal policy decisions by majority vote.** Today Congress can make and readjust its legislative decisions to be in line with the needs of the economy. But the straight-jacket of a balanced budget amendment would undermine that flexibility and potentially immobilize congressional taxing and spending authority in times of economic crisis. At the same time, Congress would be prevented from making the timely majority decisions needed to prevent minor downturns from degenerating into recessions or depressions.

(2) **The three-fifths "super-majority" vote required if Congress wants to unbalance the federal budget (other than for a declaration of war) is rigid in the extreme and politically unworkable.** It would result in frequent legislative stalemates and recurrent constitutional crises during each year's budget debate. Already under criticism for budgetary paralysis, Congress would be seen as a helpless debating society, hopelessly tangled in a straight-jacket of its own making.

(3) **The three-fifths requirement undermines the concept of majority rule** and gives control over the "power of the purse" to a congressional minority. The political will of the American people -- determined by the election process -- would be circumvented, as a 40% congressional minority would dictate key policy decisions.

(4) **Limiting congressional fiscal policy choices would upset the delicate balance of power within our tripartite system of government,** with the courts likely becoming the final arbiter of fiscal accounting. The amendment would also shift much congressional power to the Federal Reserve Board -- a non-elected, relatively autonomous body of bankers who cannot alone prevent a relatively mild economic downturn from degenerating into a severe recession.

CONCLUSION

A balanced budget amendment would cripple congressional fiscal powers to fight recessions and inflation or otherwise maintain national economic stability while at the same time exacerbating some of these very same problems. It would undermine representative government by limiting its power and by distorting the fragile system of constitutional checks and balances. In addition, it would result in the dismantling of 50 years of labor-backed, progressive programs designed to achieve some measure of economic and social justice for all citizens -- which may be the real hidden agenda behind this amendment.

WHAT YOU CAN DO:

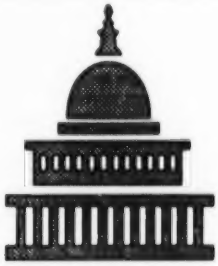
Contact your members of Congress and, using some of the arguments outlines in this fact sheet, urge their vote against S.J. Res. 41 and H.J. Res. 103. Remind them that the Constitution was designed by the Founding Fathers as an enduring framework of government and not a statute book designed to bail out the Congress for its inability to make the choices necessary to alleviate the problems associated with excessive budget deficits. Tell them that it is Congress' responsibility to maintain a responsible federal budget.

When writing, correspond with them as follows: The Honorable _____, United States Senate, Washington, D.C., 20510; The Honorable _____, U.S. House of Representatives, Washington, D.C. 20515.

For further information, contact: Peggy Taylor AFL-CIO Department of Legislation, (202) 637-5090.

AFL-CIO Legislative

FACT SHEET



DEPARTMENT OF LEGISLATION
815 Sixteenth St., N.W.
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(202) 637-5082

Fact Sheet No. 103-5

Date March 16, 1993

OSHA REFORM

INTRODUCTION

Since the Occupational Safety and Health Act became law in 1970, much progress has been made and American workers are better protected. But every year 10,000 American workers die from job-related injuries. Tens of thousands of other working men and women a year die from diseases contracted because of exposure to chemicals and toxins in the workplace. Each year another 390,000 are diagnosed with occupational diseases. In 1991, more than 1.7 million workers were seriously injured on the job. Preventable tragedies like the fire at the Imperial Foods chicken plant in Hamlet, NC, and the building collapse at L'Ambiance Plaza in Bridgeport, CT, continue to occur.

These grim and deadly statistics show that it is time for Congress to act again. That is why the AFL-CIO is strongly supporting the Comprehensive Occupational Safety and Health Reform Act (H.R. 1280 and S. 575). H.R. 1280 was introduced by Representatives William Ford (D-MI) and Austin Murphy (D-PA) and S. 575 by Senators Ted Kennedy (D-MA) and Howard Metzenbaum (D-OH). The almost identical bills will make many long-needed improvements to the OSHAct. The legislation also has special provisions which apply to the unique hazards in the construction industry. A separate bill, H.R. 115 introduced by Rep. William Clay (D-MO), would provide OSHA protection for federal and postal workers.

BACKGROUND

More than two decades ago the AFL-CIO and its allies were able to persuade Congress to act decisively to curtail the carnage in the American workplace. The result was the passage of the first comprehensive, nationwide program to prevent workplace deaths, injuries and illnesses. The Occupational Safety and Health Act of 1970 set a precedent: American working men and women have a right to a safe workplace and if employers refuse to provide that safe workplace, the federal government has an obligation and duty to protect workers.

While there is no doubt the 1970 Act has prevented many deaths and injuries and given workers legal protection they did not have before, much more needs to be done. The rates of workplace death and injury remain shockingly high. As a matter of fact, those rates have been climbing since 1983 and much of those increases are directly related to the cutbacks in funds and inspection personnel under the Reagan and Bush administrations. In addition, during those years OSHA was lax in enforcing many of the regulations already on the books.

Along with the tragic cost in human lives, workplace deaths, injuries and illnesses have a huge financial cost. These work-related injuries cost more than $83 billion. The price tag includes $31 billion in medical and other direct costs and $53 billion in lost work time. These costs have direct impacts in the nation's health care crisis and the nation's competitiveness battle against companies abroad.

There are also serious weaknesses in the current law which must be corrected. For example, current law does not require an employer to correct the most serious health and safety violations if the citation is contested. That means deadly and unsafe practices can continue for months and even years.

Today's OSHA regulations set no deadline to develop workable standards for exposure to workplace substances. For example, in 1975 OSHA began revising asbestos regulations and is still not finished. The agency began work 17 years ago to set lead exposure standards in the workplace. It took a congressional mandate to force OSHA to meet an April 28, 1993, deadline to finish those standards. H.R. 1280 and S. 575 would expedite the standard-setting process.

STATUS

Both bills were introduced in March 1993, and hearings are expected to take place before several House and Senate committees during the Spring of 1993.

Some key points in the legislation include:

* Required employer establishment of health and safety program to identify and correct hazards;
* Establishment of joint safety and health committees authorized to review the employer's health and safety program, conduct inspections and make recommendations to the employer;
* Requirement that all employers provide safety and health training to workers before job assignments;
* The right of workers to refuse unsafe work;
* Ban on discrimination and retaliation against workers for reporting unsafe conditions, injuries and illnesses;
* Streamline of OSHA's standard-setting process by requiring OSHA to meet deadlines in setting health and safety standards after receiving information about the hazards.
* Issuance of standards on a number of specific health and safety issues currently under debate.
* Expansion of OSHA's enforcement powers and duties including requirement of targeted inspection program for high risk industries.
* Requirement of immediate employer corrective action if a condition or practice poses an imminent danger of death or serious injury. Requirement of an employer to correct a violation within a set period of time, even if the employer is appealing the citation, and
* Stronger criminal penalties, including jail terms, for serious and willful violations.

CONCLUSION

The workplace continues to be a deadly and dangerous site for American workers more than 20 years after the passage of OSHA. This OSHA reform legislation will have a direct impact on workers around the country. H.R. 1280 and S. 575 will greatly reduce the death, illness and injury rate in the modern workplace and the associated costs. It will save lives and money, and the AFL-CIO believes this legislation deserves quick action by Congress. The longer the delay, the higher the death count for American workers.

WHAT YOU CAN DO

Contact your Senators and Representative and ask them to cosponsor and support S. 575 and H.R. 1280, the Comprehensive Occupational Safety and Health Reform Act. When writing your legislators, correspond with them as follows: The Honorable _____, U.S. Senate, Washington, D.C. 20510; The Honorable _____, U.S. House of Representatives, Washington, D.C. 20515.

For further information, contact: Jay Power, AFL-CIO Department of Legislation, (202) 637-5084.

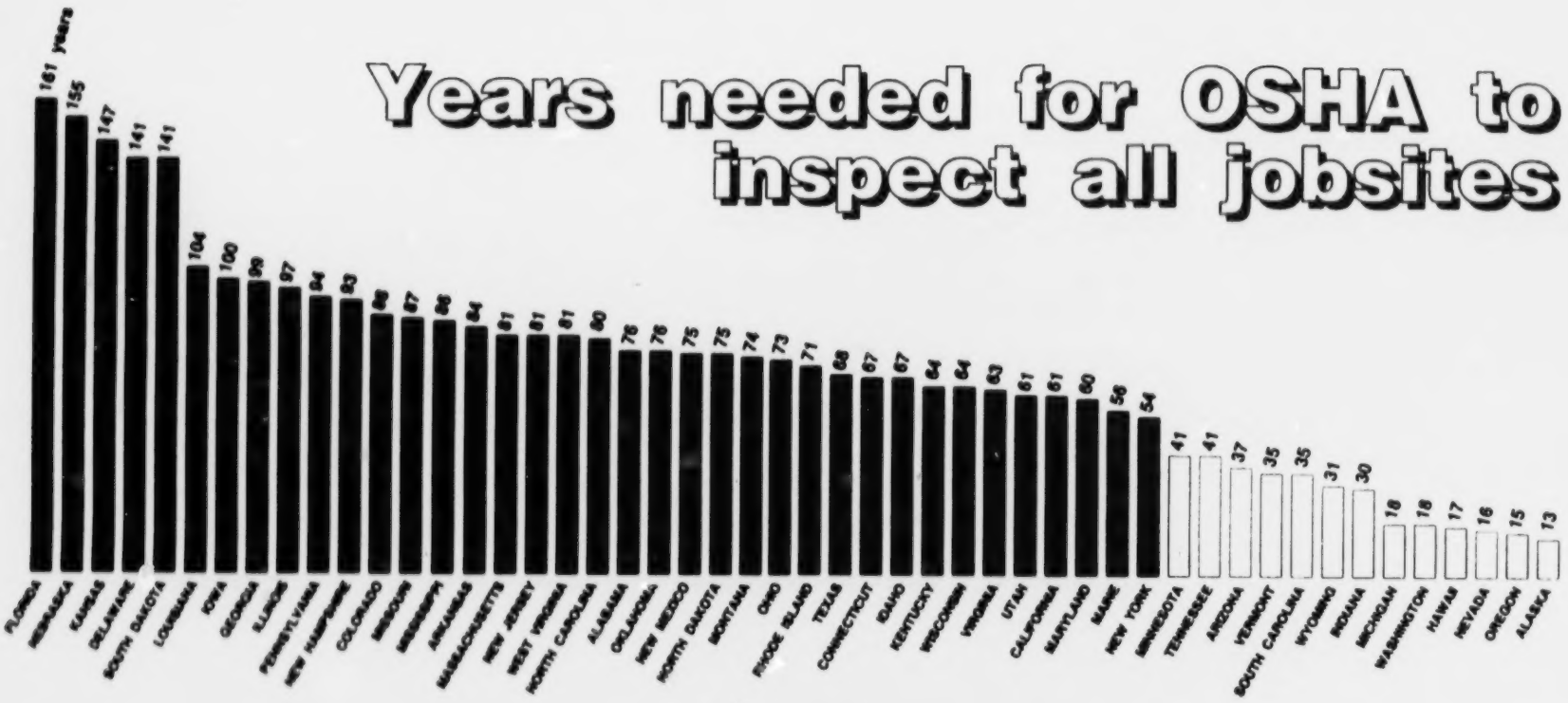
SAMPLE CHARTS

Senate Roll Call—Budget, Davis-Bacon, Stimulus

Check below to find out how your senators voted on three important issues to the AFL-CIO. The first vote was an AFL-CIO-backed motion to table, or kill, an amendment to the budget resolution calling for the repeal of the Davis-Bacon Act (see page 4). The second was on final passage (March 25) on the FY 1994 budget resolution supported by the AFL-CIO. The Senate later approved the conference report (see page 1). The third was on a crippling Kohl amendment (see page 1) to the stimulus package opposed by the AFL-CIO. **R** means they backed the AFL-CIO and voted right, **W** means wrong and **A** absent.

ALABAMA			
Heflin (D)	R	R	W
Shelby (D)	R	W	W
ALASKA			
Murkowski (R)	R	W	W
Stevens (R)	R	W	W
ARIZONA			
DeConcini (D)	R	R	W
McCain (R)	W	W	W
ARKANSAS			
Bumpers (D)	R	R	R
Pryor (D)	R	R	R
CALIFORNIA			
Boxer (D)	R	R	R
Feinstein (D)	R	R	R
COLORADO			
Brown (R)	W	W	W
Campbell (D)	R	R	R
CONNECTICUT			
Dodd (D)	R	R	R
Lieberman (D)	R	R	R
DELAWARE			
Biden (D)	R	R	R
Roth (R)	W	W	W
FLORIDA			
Graham (D)	R	R	R
Mack (R)	W	W	W
GEORGIA			
Coverdell (R)	W	W	W
Nunn (D)	R	R	W
HAWAII			
Akaka (D)	R	R	R
Inouye (D)	A	A	R
IDAHO			
Craig (R)	W	W	W
Kempthorne (R)	W	W	W
ILLINOIS			
Moseley-Braun (D)	R	R	R
Simon (D)	R	R	W
INDIANA			
Coats (R)	R	W	W
Lugar (R)	W	W	W
IOWA			
Grassley (R)	W	W	W
Harkin (D)	R	R	R
KANSAS			
Dole (R)	W	W	W
Kassebaum (R)	W	W	W
KENTUCKY			
Ford (D)	R	R	R
McConnell (R)	W	W	W
LOUISIANA			
Breaux (D)	R	R	R
Johnston (D)	R	R	R
MAINE			
Cohen (R)	W	W	W
Mitchell (D)	R	R	R
MARYLAND			
Mikulski (D)	R	R	R
Sarbanes (D)	R	R	R
MASSACHUSETTS			
Kennedy (D)	R	R	R
Kerry (D)	R	R	R
MICHIGAN			
Levin (D)	R	R	R
Riegle (D)	R	R	R
MINNESOTA			
Durenberger (R)	R	W	W
Wellstone (D)	R	R	R
MISSISSIPPI			
Cochran (R)	W	W	W
Lott (R)	W	W	W
MISSOURI			
Bond (R)	W	W	W
Danforth (R)	R	W	W
MONTANA			
Baucus (D)	R	R	R
Burns (R)	W	W	W
NEBRASKA			
Exon (D)	R	R	W
Kerrey (D)	R	R	R
NEVADA			
Bryan (D)	R	R	R
Reid (D)	R	R	R
NEW HAMPSHIRE			
Gregg (R)	W	W	W
Smith (R)	W	W	W
NEW JERSEY			
Bradley (D)	R	R	R
Lautenberg (D)	R	R	R
NEW MEXICO			
Bingaman (D)	R	R	R
Domenici (R)	R	W	W
NEW YORK			
D'Amato (R)	R	W	W
Moynihan (D)	R	R	R
NORTH CAROLINA			
Faircloth (R)	W	W	W
Helms (R)	A	W	W
NORTH DAKOTA			
Conrad (D)	R	R	R
Dorgan (D)	R	R	R
OHIO			
Glenn (D)	R	R	R
Metzenbaum (D)	R	R	R
OKLAHOMA			
Boren (D)	R	R	R
Nickles (R)	W	W	W
OREGON			
Hatfield (R)	R	W	W
Packwood (R)	R	W	W
PENNSYLVANIA			
Specter (R)	R	W	W
Wofford (D)	R	R	R
RHODE ISLAND			
Chafee (R)	R	W	W
Pell (D)	R	R	R
SOUTH CAROLINA			
Hollings (D)	R	R	R
Thurmond (R)	W	W	W
SOUTH DAKOTA			
Daschle (D)	R	R	R
Pressler (R)	W	W	W
TENNESSEE			
Mathews (D)	R	R	R
Sasser (D)	R	R	R
TEXAS			
Gramm (R)	W	W	W
Krueger (D)	R	W	R
UTAH			
Bennett (R)	W	W	W
Hatch (R)	W	W	W
VERMONT			
Jeffords (R)	R	W	W
Leahy (D)	R	R	R
VIRGINIA			
Robb (D)	R	R	W
Warner (R)	W	W	W
WASHINGTON			
Gorton (R)	R	W	W
Murray (D)	R	R	R
WEST VIRGINIA			
Byrd (D)	R	R	R
Rockefeller (D)	R	R	R
WISCONSIN			
Feingold (D)	R	R	W
Kohl (D)	R	R	W
WYOMING			
Simpson (R)	W	W	W
Wallop (R)	W	W	W

Years needed for OSHA to inspect all jobsites

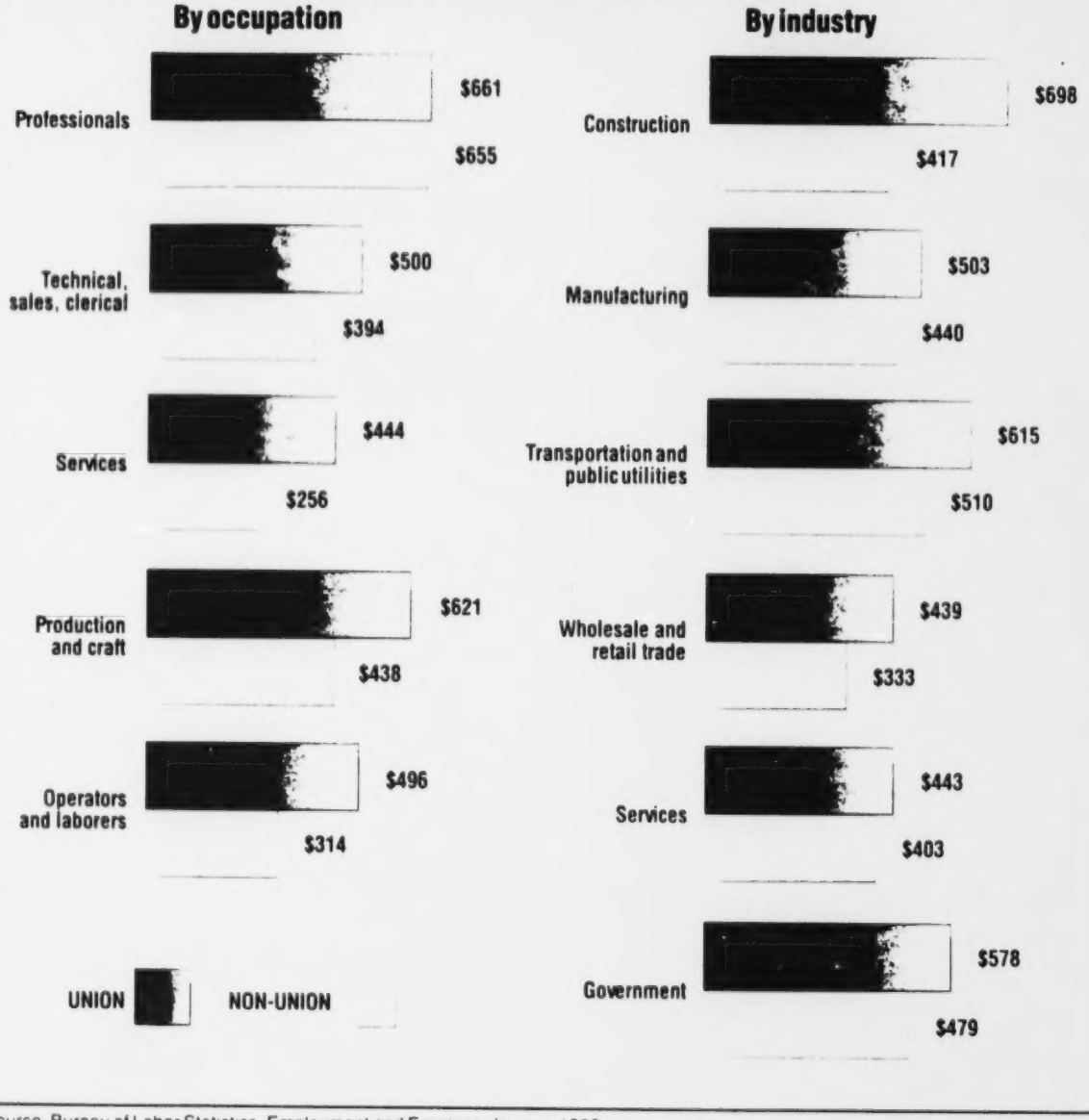


Source: U. S. Department of Labor, Bureau of Labor Statistics, "Employment and Wages Annual Averages, 1991" and Occupational Safety and Health Administration data on worksite inspection frequency

BEST COPY AVAILABLE

Prepared by the AFL-CIO

Median weekly earnings of full-time workers, union members vs. non-union, 1992



Source: Bureau of Labor Statistics, Employment and Earnings, January 1993

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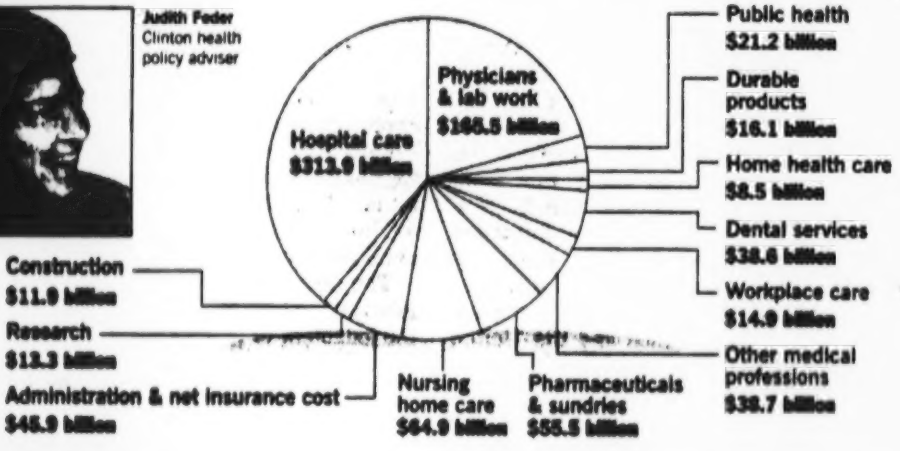
11/23/92

AN $800 BILLION HEALTH CARE BILL

WHERE IT WENT IN 1992

How does a nation of 250 million people spend $800 billion on health care each year? Here's how, according to the latest estimates from the Department of Health and Human Services:

Judith Feder
Clinton health policy adviser



Hospital care—$313.9 billion. Includes spending on everything that happens inside the walls of the nation's 6,000-plus hospitals each year, including all inpatient and outpatient care, treatment by physicians and prescriptions dispensed, as well as hospital-based home nursing care.

Physician and laboratory services—$165.5 billion. This money goes to the doctors in private and group practice, the salaries of others who work for health maintenance organizations (HMOs) and laboratory fees.

Dental services—$38.6 billion. Money spent each year on visits to private practice dentists, on dental laboratory work and on the salaries for dentists who work for HMOs.

Other medical professionals—$38.7 billion. Includes the salaries of health care personnel other than physicians and dentists, such as private-duty nurses, chiropractors, podiatrists, speech and occupational therapists, midwives and optometrists.

Home health care—$8.5 billion. Accounts for skilled nurses and other personnel and services for homebound patients. It includes information from Medicare cost reports filed by Medicare-certified home health agencies, which covers only a portion of all the people who receive medical care at home.

Pharmaceuticals and sundries—$55.5 billion. Retail sales amount spent each year on prescription drugs including items such as bandages and nonprescription drugs.

Durable products—$16.1 billion. Expenditures for eyeglasses, contact lenses, hearing aids, wheelchairs and artificial limbs.

Nursing home care—$64.9 billion. Inpatient nursing and personal care facilities.

Workplace care—$14.9 billion. Medical care provided by industrial employers at or near the workplace.

Administration of government health programs and the net cost of health insurance—$46.9 billion. Includes three components. The largest part is the difference between what insurance companies take in as premiums from subscribers and what they pay to hospitals, doctors and other care givers in benefits. That difference, which is included here, could be a company's profit, shareholders' dividends, the reserves an insurer must have, and commissions to insurance agents. The second-largest part is the expense of administering government health programs, the largest of which are Medicaid, Medicare and the health services of the Defense and Veterans Affairs departments. The third component is the administrative expenses of nongovernmental philanthropic organizations, such as the grant-writing, fund-raising and administrative costs of the American Red Cross or the American Cancer Society.

Public health—$21.2 billion. This money is spent by the federal government mainly to operate the Centers for Disease Control and the Food and Drug Administration. Also, funding for state and local government health departments.

Research—$13.3 billion. Medical and health care research done by nonprofit or government entities accounts for this figure. Drug research undertaken by drug manufacturers is not included.

Construction—$11.9 billion. This sum equals the cost of constructing hospitals and nursing homes plus additions, alterations and major renovations.

SOURCE: Department of Health and Human Services

BY TOBEY — THE WASHINGTON POST

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SAMPLE CONTRACT LANGUAGE
TO START DISCUSSION

Sample Contract Language That Can Be Used To Start Discussion

Negotiating for Political Check-Off:

Sample Check-Off Article for Contract

The employer agrees to deduct and transmit to the treasurer of (name of union PAC) the amount specified for each hour worked from the wages of those employees who voluntarily authorize such contributions on the forms provided for that purpose by (name of union PAC). These transmittals shall occur (specify: weekly, monthly) and shall be accompanied by a list of the names of those employees for whom such deductions have been made and the amount deducted for each such employee.

* *

Sexual Harassment

a. "The employer and the union agree to cooperate in a policy of equal opportunity for all employees. Discrimination because of race, color, sex, religion, age or union activity is expressly prohibited.

Sexual harassment shall be considered discrimination under this Article.

Disciplinary action will be taken against employees and supervisors who engage in any activity prohibited under this Article.

The employer agrees to take corrective action to ensure that such practices are remedied and that such discrimination does not continue. Reprisal against a grievant or witness for a grievant is prohibited."

b. "The employer recognizes that no employee shall be subject to sexual harassment. In this spirit a statement of commitment to this principle will be posted in all work areas:

> Sexual harassment includes any sexual attention that is unwanted. In the case of such harassment, an employee may pursue the grievance procedure for redress. Grievances under this Article will be processed in an expedited manner. If, after the grievance is settled, the employee feels unable to return to his/her job, the employee shall be entitled to transfer to an equivalent position at the same salary and grade as soon as a vacancy exists for which s/he is qualified."

SAMPLE DISCUSSION OUTLINE
USING A VIDEOTAPE

DISCUSSION OUTLINE FOR USING THE VIDEOTAPE "ONE STRIKE AND YOU'RE OUT"

This videotape dramatically and powerfully presents the adverse social and economic effects of the anomaly in the National Labor Relations Act (NLRA) that permits strikers to be "permanently replaced."

Amending the NLRA to prohibit the hiring of permanent replacements and other forms of discrimination against strikers is a primary legislative goal of the AFL-CIO and its affiliates. Bills, (H.R. 5 and S. 55) have been introduced by Representative William Clay and Senator Howard Metzenbaum.

STEP 1: Preview the videotape in advance and make notes on points you want to cover.

STEP 2: Introduce and show the videotape asking attendees to pay attention to specific points. You may wish to prepare a short list of questions and give it to them at the start of the videotape on which they can take notes. (Note: showing a videotape does not require you to turn off all the lights.)

STEP 3: After its viewing, the videotape should be discussed to reinforce the main themes, to clarify questions and to elicit some action on the part of the audience.

Possible questions which could be used to start the discussion:

1. Have there been instances in your community where striking workers have been replaced? (Solicit specific examples.)

2. In contract negotiations that you have been involved with has the threat of permanent replacement workers been a factor in the local union's decision-making?

3. In your opinion, is Jay Gould correct that employers could *"hire half the working class to kill the other half"*?

4. What are the psychological and social effects on union members who see their jobs taken by scabs who are protected by law?

5. The videotape makes the point that there is a "loophole" in the law. What does this mean?

STEP 4: Following the discussion, a fact sheet reiterating the points made in the videotape and in the discussion should be distributed. There is a fact sheet in Section II on pages 6, 7 and 8 of the "1993 Leadership Manual -- Current Issues."

STEP 5: The final step, in most circumstances, is to ask the group, individually or collectively, to take some action based on what they have learned. Possibilities include:

1. Writing individual letters to Representatives and Senators about the issue and asking for support for the legislation.

2. Signing a petition in support of legislative changes.

3. Passing a resolution.

4. Deciding to reach out to other groups/individuals on this subject.

A good discussion will take at least one hour. If possible, the "action" should be completed before attendees leave the session/meeting.

DISCUSSION OUTLINE FOR USING THE VIDEOTAPE "LEAVING HOME"

This 20-minute videotape, produced by the California Working Group as part of its "We Do the Work" series, presents an overview of the issues of the North American Free Trade Agreement (NAFTA) that is currently being considered by the Clinton Administration.

Mission one for the AFL-CIO is to insure that the Bush version of NAFTA is dumped and that further negotiations and "collateral agreements" include the strongest possible worker rights and environmental standards and import protections.

STEP 1: Preview the videotape in advance and make notes on points you want to cover.

STEP 2: Introduce and show the videotape asking attendees to pay attention to specific points. You may wish to prepare a short list of questions and give it to them at the start of the videotape on which they can take notes. (Note: showing a videotape does not require you to turn off all the lights.)

STEP 3: After its viewing, the videotape should be discussed to reinforce the main themes, to clarify questions and to elicit some action on the part of the audience.

Possible questions to use after showing the videotape to start the discussion:

1. What are the major economic, social and environmental issues raised in the videotape?

2. What U.S. industries have been impacted or will be impacted by corporations shifting operations to Mexico?

3. Won't creating more jobs in Mexico help to raise their standard of living?

4. How long have maquiladoras been operating in Mexico? What has been their impact on job creation in that country?

5. What are companies' primary reasons for wanting to shift operations to Mexico?

6. What would be primary motivations for companies' to keep their operations in the U.S.?

STEP 4: Following the discussion, a fact sheet reiterating the points made in the videotape and in the discussion should be distributed. There is a fact sheet in Section II on pages 25, 26 and 27 of the "1993 Leadership Manual -- Current Issues".

STEP 5: The final step, in most circumstances, is to ask the group, individually or collectively, to take some action based on what they have learned. Possibilities include:

1. Writing individual letters to Representatives and Senators about the issue and asking for their support for changes and protections in the agreement.

2. Signing a petition in support of legislative changes.

3. Meet with members of Congress when they are in their home districts to push for changes.

4. Reach out to other groups/individuals on this subject.

A good discussion will take at least one hour. If possible, the "action" should be completed before attendees leave the session/meeting.

DISCUSSION QUESTIONS FOR OSHA VIDEOTAPE

1. What is the Occupational Safety and Health Act of 1970?
2. Who is covered by the OSHAct?
3. Who can file an OSHA complaint?
4. What constitutes an OSHA complaint?
5. How do you file a complaint?
6. Who can be an employee representative?
7. What triggers an OSHA inspection?
8. Can the employer have someone present during an OSHA inspection?
9. Can individual workers talk privately to an OSHA Compliance Officer during an inspection?
10. Can workers or the union inform OSHA Compliance Officers about known hazards or violations of safety and health standards during the inspection?
11. Are employees and the union informed if an OSHA violation exists?
12. What are the different types of OSHA violations?
13. How does OSHA protect a complaining employee?
14. Can an employee or union member be cited by OSHA for a violation?
15. Who is responsible for seeing that employees obey safety regulations and wear prescribed protective equipment?
16. What are employees' responsibilities under the OSHAct?
17. What can be done if OSHA fails to cite what you consider a legitimate complaint about an accident hazard?
18. Can a worker legitimately refuse to work if exposed to a safety or health hazard?
19. Can employees or their union challenge the findings or recommendations of OSHA?

NOTES FOR DISCUSSION LEADER

OSHA FILM

1. The OSHAct is a federal law which provides minimum standards for safety and health, established rights and responsibilities of employers and employees covered by the act. It also includes a "general duty" clause stating that employees are entitled to a safe and healthful workplace. States have the option of administering their own program, provided it is "as effective as" that provided by the OSHAct.

2. Employers engaged in business affecting commerce and their employees. Federal agencies are required to set up programs which are consistent with the promulgated standards. Public sector employees working at the state, county or local level are covered in states with approved programs. Mining, atomic energy, and some railroad operations are covered by other legislation, but may also be covered by OSHA to the extent that they are not protected by other acts.

3. An employee or a representative of the employee may file a complaint with OSHA. Or someone with a direct interest, such as a family member, can file a complaint on behalf of an employee in a covered workplace.

4. If you have reason to believe an OSHA standard is violated, or if an employee is exposed to death or serious injury.

5. In cases of imminent danger, you can file an oral (telephoned) complaint and later follow up with a letter or filled-in-complaint form. You may want to talk to the employer first, but it is not necessary under the Act.

6. The union has the right to designate the employee representative where they have bargaining rights. In unorganized shops, the employees can designate one of their people. If the union notifies the employer as to who has been designated, this may minimize confusion when a Compliance Officer comes to make an inspection. Some unions also notify the local OSHA office to let them know who the employee representative is, so they have an idea whom to contact when an inspection is to be undertaken.

7. OSHA inspections may be initiated as a result of a complaint, as the result of an accident resulting in multiple injuries or a fatality, if an imminent danger situation is brought to the attention of OSHA, as part of a "target industry" project, or on a random inspection basis.

8. Yes.

9. Compliance Officers have the option of speaking privately to employees during inspection tours. Employer and employee representatives may be requested to remove themselves briefly to allow private conversation.

10. Yes. In fact, the employee representative (or individual employees) may present the Compliance Officer with a list of known violations if they desire.

11. Yes. A copy of the citation must be prominently posted in the workplace. In addition, the OSHA office is required to furnish a copy of the citation, the proposed penalty, and the penalty calculation sheet upon request. And, the union can request a post inspection conference, at which they will be informed of the general results of the walk around inspection.

12. **De Minimum** - A violation of a standard which is not directly related to safety or health. These are not written into OSHA citations and are not posted. There are no penalties.

Other Than Serious - A violation of a standard which would probably not cause death or serious physical harm but does have a direct relationship to safety or health of employees. Up to $1,000 per day penalty.

Serious - A violation where there is a substantial probablity of death or serious physical harm (permanent of prolonged impairment of the body). Up to $1,000 per day penalty.

Willful - where the employer knowingly and intentionally committed a violation of the Act and was conscious of the fact, or where management knew of the hazardous condition and made no reasonable effort to correct or eliminate it. Up to $10,000 penalty, and possibly criminal charges can be brought against the employer where the death of an employee resulted.

Repeated - Where the same condition has already been cited by OSHA and is cited again. Up to $10,000 penalty.

Failure to Abate - Where a violation continues uncorrected beyond the abatement date. Up to $1,000 per day penalty.

13. Complaining workers are protected in two ways. First, they can have their names deleted from the complaint if desired. Second, if an employer discriminates against them for refusing to work where they believe they are exposed to death or immediate serious physical harm, they are entitled to protection by OSHA. The section of the Act governing freedom from reprisal is currently being tested in court.

14. No. The **employer** is responsible for providing a safe and healthful workplace. There are no sanctions against employees or unions.

15. **The employer** - but the OSHAct does not protect workers from discipline or discharge for violating reasonable safety regulations or failure to wear protective devices.

16. - To report hazardous conditions and job-related injuries or illnesses to the employer and to seek medical treatment promptly when injured or disabled.

- To follow all employer safety and health rules and regulations.

- To wear and use prescribed protective equipment (the employer is the one cited if an employee is observed not wearing protective devices).

17. The employee can request OSHA to furnish a written answer as to why a citation was not issued. In addition, an employee or labor organization can ask for an informal review of the Area Office's action by the Regional Director. If a state agency fails to cite, you can file a CASPA (complaint against State Program Administration) complaint with OSHA/Washington.

18. OSHA has interpreted their responsibility to protect employees from disciminatory treatment to extend to those who are disciplined or discharged for refusing to work under unsafe or unhealthful conditions (in some circumstances). The OSHA rule has not been finally acted upon by the courts.

19. Employees or the union can formally contest the length of the abatement period given the employer to correct a hazard. They can ask for an informal conference with the Area Diretor relative to other matters.

-- University of Wisconsin
School for Workers

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